

Fall 8-15-2004

ENG 5500-001: Practicum in Teaching and Tutoring Writing

Daiva Markelis
Eastern Illinois University

Fern Kory
Eastern Illinois University

Follow this and additional works at: http://thekeep.eiu.edu/english_syllabi_fall2004



Part of the [English Language and Literature Commons](#)

Recommended Citation

Markelis, Daiva and Kory, Fern, "ENG 5500-001: Practicum in Teaching and Tutoring Writing" (2004). *Fall 2004*. 149.
http://thekeep.eiu.edu/english_syllabi_fall2004/149

This Article is brought to you for free and open access by the 2004 at The Keep. It has been accepted for inclusion in Fall 2004 by an authorized administrator of The Keep. For more information, please contact tabruns@eiu.edu.

ENGLISH 5500: Practicum in Teaching and Tutoring Writing, Fall 2004
Mondays 3:00 to 5:00
3159 Coleman Hall

Daiva Markelis
 Writing Center Director
 CH3375 / 581-5614
 dmmarkelis@eiu.edu (or cfdmm)

Fern Kory
 Assistant Writing Center Director
 CH3365 / 581-6291
 fkory@eiu.edu (or cffek)

This practicum will serve as a seminar in the theory and practice of tutoring writing. Each week, in addition to discussing reading assignments, we will devote substantial class time to discussing issues that arise from your experience of tutoring in the Writing Center. This syllabus will give you an idea of what we'll be covering together this semester so that you can anticipate and prepare.

Practicum participants are expected to....

- Attend all practicum meetings
- Complete all reading assignments
- Contribute to class discussions
- Prepare several collaborative (group) presentations
- Present a lively "Show and Tell" segment based on self-selected reading or electronic sources (with handouts)
- Post weekly to an electronic journal
- Complete a case study assignment based on an actual tutoring session (s)

Texts

Tutoring Writing: A Practical Guide for Conferences. McAndrew and Reigstad (2001) ~ TW
A Tutor's Guide: Helping Writers One to One. Rafoth, ed. (2000) ~ TG
Writing Center Theory and Practice. Barnett and Blumner, ed. (2001) ~ TP
Writing Center Research: Extending the Conversation. Gillespie, ed. (2002) ~ WCR

Readings and Presentations

Our readings will introduce issues relevant to your work in the Writing Center. In our discussions we will attempt to build bridges between the theories implicit in these readings and our own practices.

Group Work

In preparation for a number of class meetings, you will work with a group to consider how to best facilitate our discussion of the issues raised by the assigned reading. We encourage you to get creative in planning activities that will engage the class in these issues. Games, in-class exercises, handouts, and PowerPoint presentations are all welcome. **Summaries are not.** Groups should plan to confer outside of class.

Show and Tell

Each week one of you will select a reading or electronic resource that is useful for the practicing tutor. Readings might be found in one of the many journals on the Writing Center shelves or in a respectable virtual environment (such as the NCTE Inbox.) Electronic resources might include the Web sites of professional organizations (such as the NCTE.) You will prepare a properly documented handout that captures the overall thesis and main points of the article or presents a brief but concrete description of the resource. Also include your assessment of the reading or resource (strengths, weaknesses, questions raised.) The handout will provide a shared basis for discussion of the theoretical assumptions and practical potential of the article or resource.

Journal

One of the purposes of keeping a journal is to document experiences and insights that may otherwise be lost to memory. In a class such as this one, another purpose is to share entries with others, allowing them to benefit from your unique take on things. The journal you are asked to keep for this class is electronic in nature, facilitated through a program called Web CT, which will be explained the second week of class. While some of your journal entries will be guided by specific themes and readings, others will be based on insights gleaned from tutoring sessions, interactions with other tutors, and Writing Center-related readings. Aim for approximately 500 words per week. Drs. Kory and Markelis will occasionally respond to postings.

Case Study

The purpose of the case study assignment is to give you an opportunity to think in an organized and sustained way about some of the many complex issues involved in one-on-one collaborative learning in the context of a specific tutoring session (or perhaps several sessions with one student writer). We will discuss the methodological and ethical issues involved in analyzing a tutoring session during the 7th week. These include gaining permission from the student in writing, taking post-session notes, interviewing students about their perceptions of the session, and utilizing quotes and written student work in your case study. We will workshop drafts of the case study the 14th week of class. Final case studies will be due the 15th week.

Attendance and Participation

Because we begin practicum by talking about experiences that involve or affect all tutors, because much of the work done in class is collaborative in nature, because you are serious scholars seeking knowledge (and, heck, because you're getting paid for this), you are expected to attend, and be on time for, every class session. (Although you will not receive a letter grade for this class, it is possible to not get credit—i.e., fail—practicum). If an emergency arises, please contact both Dr. Kory and Dr. Markelis in advance via phone or email.

CLASS SCHEDULE

Week 1: August 23

Tutoring Writing (hereafter TW) 4: "The Writing and Tutoring Process"

A Tutor's Guide (hereafter TG) 2: "What Line? I Didn't See Any Line"

Theory and Practice (hereafter TP), Thomas Newkirk, "The First Five Minutes" (302)

Sign-ups for "Show and Tell"

Week 2: August 30

TW 6: "What Tutoring Is: Models & Strategies"

TG 4: "Talk to Me: Engaging Reluctant Writers" (Facilitated by Group 1)

Writing Center Research (hereafter WCR), Kathleen Blake Yancey, "Seeing Practice Through Their Eyes: Reflection as Teacher" (189)

"How to Help Someone Use a Computer," Agre (handout)

Show and Tell

Week 3: September 6 (Labor Day Observance)

--Although class will not meet this week, you will journal based on the following readings:

TW 5: "Tutoring When the Writer Has a Topic But No Draft"

TG 15: "Becoming a Resource: Multiple Ways of Thinking About Information and the Writing Center"

Week 4: September 13

TG 3: "Tutoring in Emotionally Charged Sessions" (Facilitated by Group 2)

TP, Kristin Walker, "Difficult Clients and Tutor Dependency" (316)

+ Christina Murphy, "Freud in the Writing Center: The Psychoanalytics of Tutoring Well" (296)

Show and Tell

Week 5: September 20

TW 8: Tutoring Different People (Facilitated by Group 3)

TP, Julie Neff, "Learning Disabilities and the Writing Center" (376)

+ Anne DiPardo, "'Whispers of Coming and Going': Lessons from Fannie" (350)

Show and Tell

Week 6: September 27

TG 12: Recent Developments in Assisting ESL Writers (Facilitated by Group 4)

TP, Powers, "Rethinking Writing Center Conferencing Strategies for the ESL Writer" (368)

"Grammar, Grammars, and the Teaching of Grammar" (handout)

Show and Tell

Week 7: October 4

WCR, Introduction (xv)

+ Neal Lerner, "Insider as Outsider: Participant Observation as Writing Center Research" (53)

+ Nancy Welch, "The Return of the Suppressed: Tutoring Stories in a Transitional Space" (203)

Show and Tell

Week 8: October 11

TG 6: Is There a Creative Writer in the House?

+ 7: Style in the Writing Center (These first two articles facilitated by Group 1)

+ 8: Organizing Ideas: Focus in the Key

Show and Tell

Week 9: October 18

TG 14: Using Others' Words: Quoting, Summarizing, and Documenting Sources

+ 13: "Can You Proofread This?" (Both articles facilitated by Group 2)

"Understanding Plagiarism: What Students Need to Know" and other plagiarism handouts
Show and Tell

Week 10: October 25

TP, Eric Hobson, "Maintaining Our Balance" (100)

+ Christina Murphy, "The Writing Center and Social Constructionist Theory" (110) (Group 3)

WCR, Judith Rodby, "The Subject is Literacy" (221)

Show and Tell

Week 11: November 1

TP, Louise Smith, "Independence & Collaboration: Why We Should Decentralize Writing Centers" (408)

+ Mark Waldo, "The Last Best Place for Writing Across the Curriculum: The Writing Center" (415)

+ Murphy/Law, "Writing Centers and WAC Programs as Infostructures" (458)

Show and Tell

Week 12: November 8

TP, Eric Hobson, "Straddling the Virtual Fence" (475) (Facilitated by Group 4)

+ David Coogan, "Towards a Rhetoric of On-Line Tutoring" (555)

+ Irene Clark, "Information Literacy and the Writing Center" (561)

Show and Tell

Week 13: November 15

TP, Elizabeth Boquet, "A History of Writing Centers, Pre- to Post-Open Admissions" (41)

+ Terrance Riley, "The Unpromising Future of Writing Centers" (139)

Show and Tell

THANKSGIVING BREAK**Week 14: November 29**

Workshopping rough drafts of case study paper

Week 15: December 6

Papers due. End-of-the-semester PARTY!!

NOTE: Drs. Kory and Markelis may make minor changes to this syllabus in order to suit the needs of the class. Changes will be announced in advance.

Group 1

1.

2.

3.

Group 2

1.

2.

3.

Group 3

1.

2.

3.

Group 4

1.

2.